

# THE URBAN PSYCHOLOGIST

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## Chair's Corner



**Dr. Martin Antony**  
Department of  
Psychology Chair

Since my last column in the Fall, there have been a number of exciting developments in the Department. First, the *Psychology Research and Training Center* has expanded to the first floor of the South Bond Building to provide space for the *Institute for Stress and Well-Being Research*, as well as four new research labs: (1) *Borderline Personality Disorder and Emotion Processing (BEP) Lab* (Dr. Janice Kuo, Director), (2) *Early Childhood Cognition (ECC) Lab* (Dr. Lili Ma, Director), (3) *Healthy Eating and Lifestyle (HEAL) Lab* (Dr. Stephanie Cassin, Director), and (4) *Stress and Healthy Aging Research (StAR) Lab* (Dr. Alexandra Fiocco, Director). In addition, two existing labs moved to the new space: *Anxiety Research and Treatment Lab* (Dr. Martin Antony, Director) and *Investigating Methods to Prevent, Assess, and Care for Trauma (IMPACT) Lab* (Dr. Candice Monson, Director).

Our new *Institute for Stress and Well-Being Research* launched late this Fall, and this issue of *The Urban Psychologist* includes both an article describing the Institute, as well as some photos showing the installation of our new sound attenuated EEG chamber.

We are grateful for a generous donation from Mr. Harry Rosen to support stress-related research in the Institute. On March 18, 2013, we held a reception to welcome Mr. Rosen to the Department, to celebrate his donation, and to announce that his donation will be used to create five new research grants (two for faculty members and three for graduate students), to support stress-related research in the Institute. Funding for each of these awards will be distributed annually, for the duration of the funding period. More information on the *Harry Rosen Stress Research Awards* will be announced shortly.

This issue of *The Urban Psychologist* celebrates a number of other accomplishments over the past few months, including developments in research, training, and other domains. Our second PhD student recently defended her dissertation, and our second cohort of clinical psychology students all placed at internships for next year. Several of our faculty members and students have received prestigious awards in recent months in recognition of their contributions to research and teaching. We are also delighted to welcome *Dr. Kelly Horner* to our Department, where she has assumed the role of Director for our Psychology Training Clinic.

Looking ahead, I am happy to announce that *Dr. Becky Choma* (currently at Plymouth University in the UK) will be joining us in August as a new faculty member (look for a proper welcome in the Fall 2013 issue of *The Urban Psychologist*). In addition, we just scheduled a special lecture in the Department by *Dr. Allen Frances* on September 20, 2013. Dr. Frances was chair of the DSM-IV task force, and has been an outspoken critic of the proposed revisions in DSM-5 (which is scheduled to be published in May 2013). Details will be available on our website. We are also planning a 2-day workshop in October on Dialectical Behaviour Therapy (DBT) with *Dr. Janice Kuo* (an expert in DBT and a past student of *Dr. Marsha Linehan*, the founder of DBT). Details on the workshop (including how to register) will be posted to our website in the summer.

In closing, we have much to be proud of, and lots to look forward to. I hope you enjoy this issue of UP!



# BA Program Updates



**Dr. John Turtle**  
Undergraduate  
Program Director



**Lisa Vuong**  
Undergraduate  
Program Administrator

The course builds on material covered in the course on Psychology and Law, as well as Psychological Disorders, by looking at the onset and maintenance of criminal behaviour from a number of perspectives. Specific topics may include identifying risk factors, typologies of offenders, special populations, risk-assessment instruments, treatment and rehabilitation of offenders, and interventions to reduce criminal behaviour.

## Psychology Up For Review

A major project for any program is its *Periodic Program Review*, which is required about every 7 years. Psychology's first turn is getting underway now, with the final report due in 2014-2015. This is a great opportunity to take stock of our program, identify how well we are meeting our goals, hear comments from current and former students, and create a development plan to keep us moving ahead in the coming years.

## Upcoming Events

Finally, two important events are coming up in the spring: Psychology's annual *Student Research and Awards Celebration* in the evening on Tuesday, June 4, and convocation for the Faculty of Arts in the afternoon on Friday, June 14. As always, we hope to have as many people as possible join us for these celebrations!



## Looking Ahead

We are in the middle of Winter 2013, but of course looking ahead to Fall 2013, as we review applications to our program for another admission cycle. On March 14, we had the pleasure of welcoming prospective students to our campus for *Discover Ryerson*. Next year's Psychology cohort will be the first to have the new course, *Research Methods and Statistics II*, as a requirement in their 3rd year. This means that our new program students will now have two required semesters of "psych stats," in addition to the course in Research Design and Qualitative Methods that's required in all programs on the Arts common platform. Our course in Advanced Research Methods and Statistics will continue to be an elective that students can take to learn about more complex concepts and analyses frequently used in contemporary psychology research.

## New Professional Elective

Another new course to be offered in the coming years is *The Psychology of Criminal Behaviour*. We expect that many Psychology majors will be interested, as will students from Criminal Justice, and a variety of other programs.

# Grad Notes MA/PhD



**Dr. Michelle Dionne**  
Graduate Program  
Director and  
Undergraduate  
Thesis Coordinator

## Congratulations!

In the last update of this column, we announced our very first graduate from our program in the Psychological Science stream. Now I'm delighted to say that our first Clinical student has moved one step closer to graduation as well. **Rachel Strimas** successfully defended her PhD dissertation, *Emotion Regulation Difficulties and Psychopathology in Bariatric Surgery Candidates*, in late November. Rachel was one of our first four clinical PhD students selected for internships this past year, and is currently completing her year-long rotations at CAMH in the Borderline Personality Disorder Clinic and the Work, Stress, and Health Clinic. She will receive her degree at the Fall 2013 convocation ceremony.

## Admissions

As we "go to press," faculty are in the final stages of carefully reading application materials, interviewing applicants, and making selections for the 15 coveted MA1 spots in our graduate program for next year. We are delighted with the interest shown in Psychology at Ryerson again this year, with over 300 applications received. Candidates will start hearing the good news very soon.

## More Winners

Congratulations to Elizabeth Pawluk and Taryn Atlin who each received a CIHR Health Professional Student Research Award. These awards are presented annually to health professional students enrolled in a Canadian program leading to licensure.

# Undergraduate Thesis Stream

Our undergraduate honours students have begun PSY971, the second half of the pair of thesis courses in our curriculum. We ended last term with our thesis proposal presentation day, where we were treated to three concurrent sessions of students formally presenting their research plans to their colleagues, faculty, and guests in attendance. The topics this year are as varied and far reaching as usual and they incorporate a wide range of research methods and data collection strategies. For example, **Kathleen Lyons** (working with **Dr. Stephanie Cassin** and **Dr. Brad Meisner**) is collecting qualitative data in focus groups of patients who have had recent bariatric surgery for weight loss. She is investigating the body image concerns of these individuals, with an eye to one day creating a useful quantitative scale, as currently one does not exist specific to this population. **Christine Nascimben** (working with **Dr. David Day**) is examining a checklist (the Levels of Service Inventory- Ontario Revision or LSI-OR) used regularly by Corrections Canada to classify risk and needs of criminal offenders. She will use baseline scores on this scale to perform a "trajectory analysis" on an extensive database of male offenders to assess the ability of the LSI-OR to predict rates of reoffending.

These two examples provide just a small taste of the important research that our students are conducting. To find out more, plan to attend our annual undergraduate thesis poster session held on the last day of class, Friday, April 12, 2013, starting at 10:30 am at the Psychology Research and Training Centre at 105 Bond Street.

Finally if you are a student thinking about completing an undergraduate thesis, keep an eye out for our upcoming information sessions on applying to the thesis program, and how to increase your chances of being accepted to graduate school. The first of these was held February 28, 2013. Look for full details in an upcoming departmental announcement. Also, see our webpage for more information.

[www.ryerson.ca/psychology/undergraduate/thesis](http://www.ryerson.ca/psychology/undergraduate/thesis)



Dr. Kelly Horner assumed the role of Psychology Training Clinic Director in January 2013.

## A New Face in Psychology!

### Welcome to Dr. Kelly Horner, Director of Psychology Training Clinic

The Psychology Department is pleased to welcome Dr. Kelly Horner, the new Director of the Ryerson University Psychology Training Clinic, located in the Department of Family and Community Medicine at St. Michael's Hospital. Dr. Horner has over 20 years of clinical experience working in university counseling centres, general and psychiatric hospitals, community organizations, and private practice. She has extensive knowledge of evidence-based interventions such as cognitive behavioural therapy, couple therapy, and motivational interviewing for individuals with trauma-related problems, addictions, and anxiety disorders, and she has provided extensive clinical supervision to students working in these areas. Dr. Horner will play a fundamental role in training Ryerson's clinical psychology graduate students and in shaping the continuing success of the Ryerson Psychology Training Clinic.

## PGSA Message



**Skye Stephens**  
PGSA President

The Psychology Graduate Student Association has been busy in recent months! On November 9, 2012 we hosted our fourth annual Psychology Research Symposium. Our guest speaker, Dr. Sandra Trehub (Professor Emeritus, University of Toronto) gave a fantastic talk on the effects of maternal singing on infants, entitled *“Something in the way she sings.”* Our student presenters, Sara Cowan, Jonathan Wilbiks, and Jennifer Khoury all provided engaging presentations about their research. Students from various cohorts and labs took part in the poster

presentation session, highlighting the innovative research conducted in our department. Congratulations to Andrew Brankley, Nicole Sugden, and Holly Bowen, who were this year's poster award winners. We would like to thank all of those who participated in the event and contributed to its overall success!

In November 2012 the newly elected PGSA council kicked off the term with the Annual Holiday Party. This event brought together students and faculty to enjoy a delicious potluck dinner and holiday entertainment. A special thanks to Sara Cowan, Zara Chan, and Lisa Chan for performing and showing off their nonpsychology talents.

The new council looks forward to planning exciting social events that bring together the students and faculty from the Psychology Department. As always, we are open to hearing suggestions or feedback in how the PGSA can go about improving student life.

## Psychology in the News

Some recent media appearances by members of the Psychology Department.

**Dr. Martin Antony** was interviewed a number of times in recent months on topics such as fear of Santa (**Reuters, Toronto Star**; December 2012), fear of fruit (**Globe and Mail**; February 2013) and problem hoarding (**CFAX 1070 AM Radio**, Victoria; February 2013).

**Dr. Tara Burke** was interviewed by **CTV News** on the topic of bystander apathy, following a story about a journalist in New York City who photographed an individual about to be killed by a subway, and in which nobody tried to help the victim.

**Dr. Colleen Carney** was quoted in a story about tips for improving sleep that appeared in the March 2013 issue of **Oprah Magazine**. She was also interviewed by **680News** for a story on the effects of daylight savings time on sleep.

**Arla Good** was interviewed in December 2012 by several media outlets including **CBC North** and **The Whitehorse Star** for her recent project evaluating a traditional music program in a First Nations community.

**Dr. Naomi Koerner**'s tips on coping with social anxiety during the holidays were quoted in December 2012 on **CTVnews.ca**.

**Dr. Frank Russo**'s research on music therapy for cognitive impairments such as Alzheimer's and Parkinson's Disease was profiled in December 2012 on **CBC News: The National**.

## Clinical Internship Update

February 22, 2013 was Internship Match Day. For the second year in a row, 100% of Ryerson students seeking predoctoral internships were placed (this was our second year of clinical psychology students applying for internship). Our students' success is particularly impressive considering that 16% of applicants from Canadian programs did not obtain an internship during the Phase 1 match.

*Congratulations to everyone!*

**Jenna Albiani**  
Markham Stouffville Hospital

**Taryn Moss Atlin**  
McLean Hospital (Boston)

**Bethany Gee**  
University of Chicago Medical Center

**Andrea Harris**  
Centre for Addiction and Mental Health (Toronto)

**Heather Hood**  
St. Joseph's Healthcare Hamilton

**Jennifer Monforton**  
Counselling and Psychological Services, University of Toronto

**Matilda Nowakowski**  
St. Joseph's Healthcare Hamilton

**Ronak Patel**  
Baycrest (Toronto)

**Sarah Royal**  
Centre for Addiction and Mental Health (Toronto)

**Danielle Schwartz**  
Centre for Addiction and Mental Health (Toronto)



The Psychology Department at Ryerson University is pleased to offer this exciting 2-day workshop for healthcare providers and graduate students in psychology and related fields.

## Understanding and Treating Obsessive-Compulsive Disorder and Perfectionism

**Presented by:**  
**Mark A. Antony, PhD, APPB**  
 Department of Psychology, Ryerson University  
**Thursday, May 2 and**  
**Friday, May 3, 2013**  
**9:00 AM – 5:00 PM**  
**Registration fee:** \$900.00 (includes refreshments, 2.0 PDUs and lunch on each day).  
**CEU:** 16.0 hours (16.0 PDUs)

**Computing Centre (Room PCG 420)**  
 Ryerson University, Toronto

### ABOUT THE PRESENTER

Dr. Martin M. Antony: Professor of Chair in the Department of Psychology at Ryerson University in the Department of Psychology at Ryerson University in the Department of Psychology at Ryerson University. He has published 200 books and more than 700 articles, and is the author of the best-selling book on cognitive-behavior therapy, *Obsessive-compulsive and related disorders: A cognitive-behavioral approach to assessment, treatment, and prevention*. Dr. Antony has received awards from the Canadian Psychological Association, the American Psychological Association, the Canadian Psychological Association, the Canadian Psychological Association, the American Psychological Association, the Canadian Psychological Association, the Society for the Advancement of Clinical Psychology, the Society for the Advancement of Clinical Psychology, and the Association for Behavioural and Cognitive Therapies. Dr. Antony is a past-president of the Association for Behavioral and Cognitive Therapies, and a past-president of the Anxiety Disorders Association of America. Dr. Antony is a licensed clinical psychologist, registered督工, and a registered督导师, and a past-chair as a topic chair of the area of cognitive-behavior therapy for anxiety disorders, and a past-chair of the area of assessment and prevention in psychopathology across Canada, the United States, Europe, and Australia.

### WORKSHOP OVERVIEW

This 2-day workshop will provide training in evidence-based interventions for the assessment and treatment of obsessive-compulsive disorder (OCD), perfectionism, and related disorders. The focus will be on the latest approaches to treatment. Including psychological interventions, such as cognitive behavioral therapy, and behavioral interventions, such as deep brain stimulation and cognitive-behavioral approaches. Evidence-based behavioral treatments for OCD and perfectionism will be learned, including gold-standard behavioral treatments (e.g., exposure and response prevention, cognitive behavioral therapy, and cognitive approaches). Methods for dealing with treatment-resistant OCD and perfectionism will be discussed, including cognitive-behavioral classes and training, and video-recorded therapy sessions, and participants will receive training in these methods.

### Participants will learn:

- Strategies for assessing OCD and related disorders
- Evidence-based behavioral strategies for treating OCD and perfectionism
- Strategies for treating OCD and perfectionism
- Strategies for treating perfectionism
- Behavioral interventions, based approaches for OCD and perfectionism
- Pharmacological and other psychological interventions for OCD and perfectionism
- How to overcomes challenges in the treatment of OCD and perfectionism

**PEYSON UNIVERSITY**  
 Everyone Makes a Mark

## AGENDA

### DAY 1

- OCD description and diagnostic features
- Assessment and assessment of OCD
- Multiple treatments for OCD
- Exposure and response prevention for OCD
- Cognitive strategies for OCD
- OCD and the family

### DAY 2

- Treating OCD in children
- Treating problem hoarding
- Enhancing motivation
- Understanding perfectionism
- Cognitive-behavioral strategies for OCD
- Acceptance-based strategies

## Registration Information

Please complete online registration at:  
[www.psych.ryerson.ca/workshop/antony](http://www.psych.ryerson.ca/workshop/antony)

**Registration Fees (plus 13% HST)**  
 \$719 (early bird fee received by April 12, 2013)  
 \$759 (regular fee received by April 13, 2013)  
 \$759 (student fee, with copy of valid student ID#)  
 \$759 (international student fee, with copy of valid student ID#)  
 or \$416 (959.5663) copy of student ID# within 1 week of registering online.

### Payment Options

Upon completion of payment at [www.psych.ryerson.ca/workshop/antony](http://www.psych.ryerson.ca/workshop/antony) you will have two payment options:

**Option 1:** Payment by credit card (Visa or Mastercard) via the online registration page.

**Option 2:** Payment by cheque (payable to "Ryerson University" or "Ryerson University Psychology") and mail with a copy of your online registration invoice to:

**Tara Stalberg**  
 Ryerson University Psychology  
 320 Computing Centre  
 Toronto, ON M5B 2K3

**directions**  
  
 The George Street Engineering Building (GSEB) is located at 265 Church Street, one block west of the Student Learning Centre. The Faculty Parking garage is located in the parking garage on the south side of the GSEB. The TUC (Student Union Building) is located at 350 Church Street, one block west of the GSEB. The Student Learning Centre is located at 265 Church Street, one block west of the GSEB.

If you have any **questions** please contact:  
**Registration:** 416-985-8200  
**Cancellation Policy:**  
 Refundless up to 15% cancellation fee.  
 No refunds after 15% cancellation fee.

**Space is limited.**  
 Please register as soon as possible.

**RYERSON UNIVERSITY**  
[www.ryerson.ca/psychology](http://www.ryerson.ca/psychology)

# Clinical Workshop: OCD & Perfectionism

On May 9 and 10, 2013, **Dr. Martin Antony** will present a 2-day workshop at Ryerson University on the nature, assessment, and evidence-based treatment of **obsessive-compulsive disorder and perfectionism**. Participants will learn gold standard behavioural treatments (e.g., exposure and response prevention) as well as effective cognitive and pharmacological approaches. Methods for dealing with treatment nonadherence will be discussed, as will strategies for dealing with complex cases and comorbidity. As always, profits from the workshop go to fund graduate student travel to present their research at professional conferences.

The workshop **brochure** can be found at:

Online **registration** page: [www.psych.ryerson.ca/workshop/antony](http://www.psych.ryerson.ca/workshop/antony)

# Teaching Corner

## **The Teaching of Psychology: A Long Tradition of Excellence**



**Dr. Maureen Reed**  
Director of Ryerson  
University's Learning  
and Teaching Office

A few years ago, I attended a talk by psychologist Fergus Craik, on the development of the Levels of Processing Theory (in short: the way in which one studies, matters). In that talk, he indicated that he was greatly influenced by the students that he taught and the ways in which they recalled course content. It struck me that many psychological theorists have been influenced by their experiences in teaching, mentoring and supervising students. Indeed, psychology has had a long tradition of applying psychological theories to teaching and of placing an emphasis on teaching and mentoring. Skinner (1904-1990), for example, applied his reinforcement

theories to create a “teaching machine,” where students could learn at their own pace (Fancher & Rutherford, 2012). Wilhelm Wundt (1832-1920), the father of experimental psychology, had unique ways of supervising graduate students. At the first day of class all students were lined up based on their arrival time and were handed a research project from a list. Given Wundt’s personality, students did not argue, but it became well known that Wundt would spend hours with his students in preparing them for oral examinations and assisting them in preparing their projects for publication (Fancher & Rutherford, 2012). William James (1842-1910), father of American Psychology, believed that teaching was informed by the students themselves and was perhaps the first in North America to solicit course evaluations. In them, his students wrote that he had a way of bringing issues that mattered to them into his lectures (Fancher & Rutherford, 2012). Our history has taught us that students matter and are worthy of great efforts.

One of the best parts of working at Ryerson is that I am surrounded by colleagues who continue to believe that teaching matters. Our faculty continually develop new approaches to make their materials come alive. For example, **Brad Meisner**, **Marilyn Hadad**, and **Kelly McShane** have been recognized for bringing experiential opportunities into their classroom. Their students apply theory to create resources that will assist individuals in need. Others bring innovations to class to help students learn. In one of **Ben Dyson**'s lectures on encoding specificity, he has students chew gum and later uses this experience as a cue to memory retrieval. Many of our faculty spend long hours in their laboratories to educate both undergraduate and graduate students in research design, analysis and interpretation. **Lixia Yang** recently took all of her students (graduate and undergraduate) to the Toronto Reference Library to present information about cognitive aging to the public. These are only a few small instances of commitment to the teaching of psychology I see daily in the Department of Psychology at Ryerson. The clear passion for teaching makes me proud to be a member of this department.

Fancher, R.E., & and Rutherford, A. (2012) *Pioneers of Psychology: A History* (4th ed.). New York, NY: W.W. Norton and Company.



## Dr. Naomi Koerner Receives CPA President's New Researcher Award



Dr. Naomi Koerner (Assistant Professor, Department of Psychology) will receive the Canadian Psychological Association's President's New Researcher Award at the CPA convention in Quebec City (June 13 – 15, 2013). This award recognizes the exceptional quality of the contribution of new researchers to psychological knowledge in Canada.



## Dr. Ben Dyson Receives Dean's Teaching Award

Dr. Ben Dyson (Associate Professor, Department of Psychology) received Ryerson University's Dean's Teaching Award in recognition of his continuing teaching excellence and achievement in instruction. He was one of two professors in the Faculty of Arts to receive this award. The award will be presented at Ryerson University's annual Faculty Awards Ceremony on April 4, 2013.

## Teaching Practicum Course Prepares Graduate Students for Classroom Success

For many university professors, their first assigned class as a faculty member was also their first experience teaching. With no previous experience, they are required to learn and contend with the practical challenges of teaching and classroom management issues. [Dr. Tara Burke](#) created a graduate-level teaching practicum course, PSY8525, to offer Ryerson graduate students in Psychology the invaluable opportunity to prepare for teaching before they step into their own classroom. Students enrolled in the practicum course gain experience identifying and managing classroom challenges, such as academic misconduct and student disruptions, and learning practical skills such as determining what content to include in lectures, how to engage students, and how to develop assessment materials. Students are then given the opportunity to apply these skills to the experience of teaching itself, through two video recorded mini-lectures delivered to their classmates and one hour-long lecture to an undergraduate psychology class. Students receive a full assessment and feedback for each, providing an opportunity to improve their teaching skills. At the end of the course, all students have a complete teaching portfolio, ready for their first teaching job application. [Nicole Sugden](#), a first-year PhD student and fall 2012 PSY8525 alumnus, used the teaching portfolio she developed as part of her successful application to teach in 2013. She describes her current teaching experiences as an extension of the learning that began in PSY8525. "The strong foundation built by [PSY8525] prepared me well for my own course. I apply the skills, knowledge, and experiences from the course to create materials, design activities, and resolve issues that may arise. Using the framework built by the course, I'm constantly assessing what went well, and not-so-well, in each lecture so that I can better support student success. This course should be required for anyone considering teaching."

## Sound Proof Booth

The Institute for Stress and Wellbeing Research has a new sound-attenuated booth to house its Bio-Semi 64-channel EEG system. The chamber will allow for testing that requires extremely low levels of ambient acoustical noise. The walls are made of heavy metal and sound-absorbing material capable of reducing the ambient noise level by 20 to 50 dB. Current testing in the booth includes experiments designed to understand the entrainment of neural activity by external rhythms, the emotional modulation of activity in the mirror-neuron system, and the effectiveness of novel therapies for autism.



# The Appliance of Science: Ryerson at Science Rendezvous

Dr. Ben Dyson, Associate Professor & Nicole Sugden, PhD Student

On May 11th, 2013, downtown Toronto will once again be transformed into a giant experimental laboratory, as Ryerson's contribution to the 7th annual Science Rendezvous will take over Dundas Square. This Canada-wide event takes science out of the lab and into the street. It invites the community to discover cutting-edge scientific research happening in their own backyard.

Last year's event attracted over 25,000 visitors to its hands-on exhibits. In our very own Ryerson Psychology tent, visitors lined up to learn about psychological science through interactive games, activities, and demonstrations. Our exhibits showcased the diversity of Psychology, from the reliability of eyewitness testimony to sonic landscapes in the city, from visual illusions to the sights and sounds of the brain. Even the treats were science-themed, with free candy brains standing out as our most delicious display.

This year, we will be doing it all again with the innovative team of Drs. Dyson, Moulson, Russo, and Spaniol proudly representing Psychology for the second year in a row. While their plans are top-secret, they guarantee that it will be bigger and better than last year, with more demonstrations and even more candy! We look forward to seeing you there.



(Top) Dr. Meg Moulson discusses psychological research with children and parents.  
(Bottom) Teddy Bears wearing EEG caps illustrated for kids some of the technology used in Ryerson's Psychology Department.



Arla Good's PhD practicum involved implementing and evaluating a traditional music education program at the Eliza Van Bibber School in Pelly Crossing, Yukon Territory. She is shown here, along with students from the school dressed head-to-toe in traditional regalia, after they had just finished showing off their new song and dance skills to the community.

## Practicum Training in Psychological Science

One of the distinctive features of Ryerson's graduate program in Psychological Science is the *research practicum*. Over the course of the MA and PhD programs, graduate students in Psychological Science complete two research placements outside of their supervisor's lab. The goal of the practicum is to gain breadth in research training in an applied or academic setting. Students experience new areas of research complementary to their interests, learn new methodologies and technical skills, work with new populations, or apply their research skills in a nonacademic setting such as health care, industry, education, or community organizations.

**“One of the reasons that Ryerson was my first choice of graduate programs was the research practicum requirement.”**

**Sara Cowan**  
MA, PhD student

Our students have completed practicum placements all over the world in a variety of settings. **Brenda Wong** (MA student) completed her practicum placement at the Institute of Psychology, Chinese Academy of Sciences, where she learned to use EEG technology and gained experience conducting cross-cultural research. Brenda reports that her “new connections with colleagues in Beijing will open up opportunities for future collaborations.” **Leanne Wilkins** (PhD student) completed her MA practicum at the Douglas Hospital Research Centre at McGill University where she learned to use virtual reality and fMRI technology - skills that she is now applying in her dissertation work.

Many students complete their placements in applied settings. **Sara Cowan** did her MA practicum at the Association in Defense of the Wrongly Convicted (AIDWYC). She worked on a research project examining stigma against exonerees and the factors that influence it. She chose this placement because she “wanted to get experience with collecting data from a community sample, since [she is] interested in working outside of academia after [her] PhD.” **Kyla McDonald** (MA student) is completing her practicum at Holland Bloorview Kids Rehabilitation Hospital in the Autism Research Centre, where she is learning how to complete standardized assessments, and working with special populations. She is “hoping to use what [she has] learned from [her] practicum experience to help shape [her] dissertation.” Closer to home, **Lisa Liskovoi** (MA student) is creating a podcast series that highlights research in the SMART Lab at Ryerson, in order to “learn how to communicate science to the public in engaging, fun, and thought-provoking ways.”

Graduate students in Psychological Science are overwhelmingly positive about the valuable things they have learned through their practicum placements, and many students echo Sara Cowan's sentiment - the research practicum is a unique and attractive feature of Ryerson's graduate program in Psychological Science.



## Psychology Department Launches Institute for Stress and Wellbeing Research

**Dr. Leslie Atkinson**, Professor and Scientific Director, Institute for Stress and Wellbeing Research

**Carson Pun**, Research Operations Administrator, Department of Psychology

Stress and stress physiology are linked to developmental processes throughout the lifespan, affecting both physical and psychological development, for better or worse. For example, stress physiology is linked to antenatal growth and cognitive aging. Chronic secretion of stress hormones damages areas of the brain associated with memory and executive function, thereby undermining cognitive processes and contributing to depression and anxiety. These same hormones suppress immune function, influence blood pressure, serve as insulin antagonists, and promote tumour growth, with consequences for physical disease processes.

Given both the prevalence of stress and its pervasive, lifelong impact, the Department of Psychology founded the Institute for Stress and Wellbeing Research. The Institute received over \$1,000,000, including funding from the Ontario Ministry of Research and Innovation and matching funds from Ryerson University. It aims to explore 1) intra-individual relations among the multiple dimensions of stress, 2) inter-individual relations among stress dimensions, and 3) stability and change in stress markers in the context of health and pathology, development, and intervention. The aims are unique and ambitious. Addressed by a diverse faculty and supported by a suite of technologies, we expect to ask and answer new questions concerning stress and human function, particularly as these relate to intervention.

While equipment acquisition continues, the Institute came online in the Fall of 2012, with its state-of-the-art equipment and new research space. Several training sessions have been provided on the new equipment, with more planned for this year. The Institute enhances our research capabilities and enriches student training with the capacity to analyze brain activity (EEG, functional Near Infrared spectroscopy), assay hormones, measure psychophysiological response (electromyogram, respiratory rate and effort, electrocardiogram, pulse, electrodermal activity and blood pressure), and assess eye movement. The facility is also equipped with sophisticated audio/visual recording equipment and an nVisor Virtual Reality system. At the core of the Institute's resources is the expertise, training, and technical support that is provided by staff and fellow researchers. The Institute for Research on Stress and Wellbeing will give our Department a huge boost in research potential, foster collaborations, and encourage new research ventures.

### Harry Rosen Research Commons

Recognizing the opportunity to enhance Institute functionality, **Dr. Jean-Paul Boudreau** (Dean of Arts) is leading a fundraising effort to acquire funds needed for our continued success. There is a need, for example, to enable trainee participation through scholarships and fellowships and to supplement our technical capabilities with additional equipment that is currently available or will become available over time. In this regard, **Mr. Harry Rosen** is our inaugural donor, generously gifting \$100,000 to the Institute. In recognition of his generosity, the large meeting room central to the Institute has been named the Harry Rosen Research Commons. With such community-minded patrons, we expect to continue building the Institute and unraveling the multidimensional facets of stress.

# Beyond the Classroom

## Two Psychology Undergraduate Success Stories

Ryerson's Undergraduate Psychology Department continues to produce students who demonstrate admirable initiative, community involvement and leadership skills outside of the classroom. One such student is **Lillian Birchall**, who in 2011 founded Young Ones (youngones.ca), a not-for-profit charitable organization dedicated to assisting youth with mental illness, concurrent disorders and addictions. The foundation aims to help those in need to overcome financial and social obstacles to improving mental health and well being by offering treatment, support, and education, at no cost. She says it has been "extremely rewarding to see so many youth get help that would not otherwise have been afforded to them - but even more so, to see them finding themselves on a journey to recovery, and to see their lives changing." In addition to her role as president of Young Ones, Lillian is involved with several other nonprofit organizations including Resource Generation, and she is the director of the William Birchall Foundation.

Another undergraduate student, **Aryan Esgandanian**, believes that "it is crucial to take part in events and organizations in order to promote causes that are dear to our hearts." Last year she founded the Habitat for Humanity Ryerson group, and served as its first president. Habitat for Humanity's mission is to help break the cycle of poverty and homelessness by involving community partners and volunteers in providing low-income families with affordable housing. Habitat for Humanity Ryerson educates students about the issue and engages them in the organization's initiatives. In January 2012 Aryan coordinated the first ever Habitat for Humanity Home-a-thon on Ryerson's campus. Students built shelters made of plywood on campus to illustrate poor living conditions, and spent 24 hours in them, with no floors or beds, to raise awareness and funds for the cause. Together with other universities the organization raised over \$5000. The event happened again this year, under the supervision of Lily Lin. Aryan is "thankful to everyone who contributed and helped out with running the first all-day event at Ryerson University and is proud to know that it is still going on at our school."



Psychology students, Lillian Birchall (top) and Aryan Esgandanian (bottom) making a difference.



## Psychology Training Clinic Receives Bell "Let's Talk" Grant

On November 29, 2012, Dr. Kelly McShane and Jennifer Rouse received a Bell "Let's Talk" Community Fund grant to study strategies for evaluating and enhancing mental health service delivery at the Ryerson University Psychology Training Clinic, located at St. Michael's Academic Family Health Team. Pictured above from left to right: Lena Demarco (Bell, Regional Manager Community Affairs), Jen Rouse (PhD student, and co-recipient of Bell Let's Talk Grant), Kelly McShane (Faculty Member in Psychology, and co-recipient of Bell Let's Talk Grant), Sheldon Levy (President and CEO of Ryerson University, Karol De Asis (Bell, Associate Director, Community Investment).



## Dr. Morton Beiser Receives Diamond Jubilee Medal

Dr. Morton Beiser (Professor of Distinction, Department of Psychology) received the Queen Elizabeth II Diamond Jubilee Medal in recognition of his commitment to research and policy development concerning the health and well being of new immigrants to Canada. The award was presented at a celebration held at Roy Thomson Hall earlier this year by Craig Kielburger (left), who founded Free the Children when he was just 12 years old.

# STUDENT RESEARCH & AWARDS PSYCHOLOGY STUDENT RESEARCH & AWARDS CELEBRATION

Save  
the  
Date

The Department of Psychology is pleased to present the 4<sup>th</sup> Annual

**Psychology Student Research & Awards Celebration**

**Tuesday, June 4<sup>th</sup>, 2013 from 4:30 pm - 7:00 pm**

**The Arts and Letters Club of Toronto**

**14 Elm Street, Toronto**

DEPARTMENT OF  
PSYCHOLOGY

RYERSON  
UNIVERSITY

Everyone Makes a Mark

Get involved! Gain experience! Make a difference!

Become a part of YOUR Course Union!

**RU:** Enthusiastic?

Organized?

Committed?

Able to work effectively in a team?

Passionate about enhancing student life?

Looking for a way to enrich your university experience?...

**The Psychology Students' Association (PSA) wants YOU!**

The PSA is an open group of psychology students who are passionate and dedicated to improving the educational and social experience for all students in the program. Founded in 2005, the PSA is growing and is always welcoming new members. If you want to be a part of something that will not only provide you with crucial life skills and opportunities but also works towards the goal of improving the social and academic lives of all Psychology students at Ryerson, then the PSA may be for you!

The election for the new executive team for 2013/2014 will be held in March 2013, and the PSA will be accepting nominations starting Feb. 25. Look for email announcements with details from our Program Administrator, Lisa Vuong!

EMAIL: [PSA@RYERSON.CA](mailto:PSA@RYERSON.CA)

TWEET: [PSAATRU](#)

FACEBOOK GROUP:

[PSYCHOLOGY STUDENTS'](#)

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# Tips for Applying to Graduate School in Psychology at Ryerson

Matilda Nowakowski, PhD Student

Applying to graduate school can be a daunting process, though it needn't be. Below are some tips to increase your chances of success!

1. **Start early.** The application process consists of numerous steps, from writing the GREs, to identifying referees, to writing your statements of interest. Make sure that you start early and give yourself lots of time to complete everything.
2. **Find your match.** An important factor in gaining admission to our graduate program is the match between your research interests and those of a faculty member. Take time to learn about the research areas of faculty members in the department and identify those supervisors who you think would be a good match.
3. **Contact potential research supervisors.** It is often a good idea to e-mail potential research supervisors before the application deadline to express your interest in their research and your intention of applying to work with them. This introductory e-mail should include your curriculum vitae, grades, GRE scores, and any other relevant information. You can also find out if they intend to accept a new student for the upcoming year.
4. **Apply for funding.** Students who are competitive for external funding are more likely to gain acceptance to a graduate program. Be sure to apply for external funding through one of the tricouncil agencies (CIHR, SSHRC, or NSERC). All successful applicants to Ryerson's graduate program are automatically considered for an Ontario Graduate Scholarship (based on their application materials). Make sure to indicate in your graduate school application where you have applied for funding.
5. **Select strong reference letter writers.** Your reference letter writers should be able to comment about your academic, research, and interpersonal skills as well as your potential for succeeding in graduate school. Therefore, select individuals who know you well, such as professors who have supervised your research or have taught your seminar courses. A few strong letters are often better than many "lukewarm" letters.

6. **Write a strong statement of interest.** Your statement of interest should highlight your past experiences, your interests in pursuing graduate studies, and why you are a "good fit" for the specific program and for the supervisors who you are applying to work with.

7. **Proofread your work.** Good writing skills and attention to detail are essential to succeeding in graduate school. Therefore, make sure your work is free of any grammatical and spelling errors. Have a number of different individuals read over your work and provide you with constructive feedback.

8. **Practice your interview skills.** The interview provides an assessment of your interpersonal and communication skills as well as the match between you and your potential supervisor. Practice your interview skills with your friends, colleagues, or mentors. Consider taking advantage of any resources on campus focused on helping students prepare for interviews.

Most importantly, remember that applying to graduate school is a marathon, not a sprint. Create a timeline for the application process and make sure to take time out to relax and enjoy yourself.

## Recommended Readings

American Psychological Association (2012). *Graduate study in psychology* (2013 ed.). Washington, DC: American Psychological Association.

American Psychological Association (2007). *Getting in: A step-by-step plan for gaining admission to graduate school in psychology* (2nd ed.). Washington, DC: American Psychological Association.

Norcross, J.C., & Sayette, M.A. (2012). *Insider's guide to graduate programs in clinical and counseling psychology* (2012-2013 ed.). New York, NY: Guilford Press.

Kracen, A.C., & Wallace, I.J. (2008). *Applying to graduate school in psychology: Advice from successful students and prominent psychologists*. Washington, DC: American Psychological Association.



## Save the date

Please save the date for our next Psychology Graduate Program Open House and Information Session on **Thursday, October 17, 2013 from 6:15 to 8:30 pm** in Room **SCC115!**

Prospective applicants to our **MA** and **PhD** program are invited to join us on that date to learn more about our **Psychological Science** and **Clinical Psychology** programs, and to take the opportunity to meet with our faculty and graduate students in an informal setting. Refreshments will be served. Additional information about our graduate program can be found on our website.

[www.ryerson.ca/psychology/graduate](http://www.ryerson.ca/psychology/graduate).

# Recent Publications

Anderson, K., Dugas, M.J., **Naomi Koerner**, & Radomsky, A.S., Savard, P., & Turcotte, J. (2012). Interpretive style and intolerance of uncertainty in individuals with anxiety disorders: A focus on generalized anxiety disorder. *Journal of Anxiety Disorders*, 26, 823-832.

**Paolo Ammirante, Frank A. Russo, Arla Good**, & Fels D.I. (2013) Feeling voices. *PLoS ONE* 8: e53585.

Arsalidou, M., **Alba Agostino**, Maxwell, S., Taylor, M.J. (2013). "I can read these colors." Orthographic manipulations and the development of the Color-Word Stroop. *Frontiers in Psychology*, 8.

**Stephanie E. Cassin**, Sockalingam, S., Wnuk, S., **Rachel Strimas, Sarah Royal**, Hawa, R. & Parikh, S. (2012). Cognitive behavioral therapy for bariatric surgery patients: Preliminary evidence for feasibility, acceptability, and effectiveness. *Cognitive and Behavioral Practice*.

Christensen, B.K., & **Matthew J. King** (2012). The allure of emotion: How affective stimuli impact cognitive processing among patients with mood disorders. In Arnett, P. (Ed.) *Secondary Influences on Neuropsychological Test Performance*. New York, NY: Oxford University Press.

**David M. Day**, Nielsen, J., **Ashley K. Ward**, Sun, Y., Rosenthal, J.S., Duchesne, T., Bevc, I., & Rossman, L. (2012). Long-term follow-up of criminal activity with adjudicated youth in Ontario: Identifying offence trajectories and predictors/correlates of trajectory group membership. *Canadian Journal of Criminology and Criminal Justice*, 54, 377-413.

**Bethany A. Gee, Martin M. Antony**, & **Naomi Koerner** (in press). How do people perceive the disclosure of emotion? *Cognitive Therapy and Research*.

**Bethany A. Gee, Katie Fracalanza**, & **Martin M. Antony** (in press). Behavior therapy. In R. Cautin & S. Lilienfeld (Eds.), *Encyclopedia of clinical psychology*. Hoboken, NJ: Wiley-Blackwell.

**Bethany A. Gee, Matilda E. Nowakowski**, & **Martin M. Antony** (in press). Hypochondriasis/health anxiety. In R. Cautin, & S. Lilienfeld (Eds.), *The Encyclopedia of clinical psychology*. Hoboken, NJ: Wiley-Blackwell.

**Alasdair M. Goodwill, Skye Stephens, Sandra Oziel, Shankari Sharma, Jared Allen**, Bowes, N. & Lehmann, R. (in press). Advancement of criminal profiling methods in faceted multidimensional analysis. *Journal of Investigative Psychology and Offender Profiling*.

Henderson, J., **Karen Milligan**, Niccols, A., Thabane, L., Sword, W., Smith, A., & Rosenkranz, S. (2012). Reporting of feasibility factors in publications on integrated treatment programs for women with substance abuse issues and their children: A systematic review and analysis. *Health Research Policy and Systems*, 10, 37.

James, C.A., **Danielle R. Schwartz**, D.R., Roberts, K.E., **Trevor A. Hart**, Loutfy, M.R., Myers, T., & Calzavara, L. (2012). Childhood emotional abuse and psychological distress in gay and bisexual men. *Journal of Aggression, Maltreatment, and Trauma*, 21, 851-869.

**Naomi Koerner, Martin M. Antony**, McCabe, R.E., & Young, L. (in press). Changes in beliefs about the social competence of self and others following cognitive-behavioral Treatment. *Cognitive Therapy and Research*.

**Janice R. Kuo**, Kaloupek, D.G., & Woodward, S.H (2012). Amygdala volume in combat-exposed veterans with and without posttraumatic stress disorder: A cross-sectional study. *Archives of General Psychiatry*, 69, 1080-1086.

**Emma M. MacDonald, Naomi Koerner**, & **Martin M. Antony** (in press). Modification of interpretive bias: Impact on anxiety sensitivity, information processing and response to induced bodily sensations. *Cognitive Therapy and Research*.

**Stéphanie B. Marion** & **Tara M. Burke**. (in press). False alibi corroboration: Witnesses lie for suspects who seem innocent, whether they like them or not. *Law and Human Behavior*.

**Candice M. Monson**, Macdonald, A., **Valerie Vorstenbosch, Phillippe Shnaider**, Goldstein, E.S.R., Ferrier-Auerbach, A.G., & Moccia, K.E. (2012). Changes in social adjustment with cognitive processing therapy: Effects of treatment and association with PTSD symptom change. *Journal of Traumatic Stress*, 25, 519-526.

Nielsen, J.D., Rosenthal, J.S., Sun, Y., **David M. Day**, Bevc, I., & Duchesne, T. (in press). Group-based criminal trajectory analysis using cross-validation criteria. *Communications in Statistics: Theory and Methods*.

**Ronak Patel**, Spreng, R.N., Shin, L.M., & **Todd A. Girard** (2012). The functional neuroanatomy of post-traumatic stress disorder: A quantitative meta-analysis. *Neuroscience and Biobehavioral Reviews*, 36, 2130-2142.

**Elizabeth J. Pawluk** & **Naomi Koerner** (in press). A preliminary investigation of impulsivity in generalized anxiety disorder. *Personality and Individual Differences*.

**Sarah Radtke** & Fisher, L.M. (2012). An examination of evolutionary themes in 1950s-1960s lesbian pulp fiction. *Journal of Social, Evolutionary, and Cultural Psychology*, 6, 453-468.

Sparks, C.R., **Brad Meisner**, & Young, B.W. (In press). Investigating general and self-expectations regarding aging in a physical activity context. *International Journal of Sport Psychology*.

Stone, R.C., **Brad Meisner**, & Baker, J. (2012). Mood disorders among older adults participating in individual and group active environments: 'Me' versus 'us', or both? *Journal of Aging Research*.

Seto, M.C., Kingston, D., & **Skye Stephens** (in press). Sexual offending. In B.L. Cutler, & P.A. Zapf (Eds.), *APA handbook of forensic psychology*. Washington, DC: American Psychological Association.

**Skye Stephens** and **David M. Day** (in press). Distinguishing among weapons offenders, drug offenders, and weapons and drug offenders based on childhood predictors and adolescent correlates. *Criminal Behaviour and Mental Health*.

Rellini, A.H., **Natalie Stratton**, Tonani, S., Santamaria, V., Brambilla, E., & Nappi, R.E. (2013). Differences in sexual desire between women with clinical versus biochemical signs of hyperandrogenism in polycystic ovarian syndrome. *Hormones and Behavior*, 63, 65-71.

**Sarah Royal, Danielle E. MacDonald**, & **Michelle M. Dionne** (2013). Development and validation of the Fat Talk Questionnaire. *Body Image*, 10, 62-69.

**Suzanne Stone**, Mazmanian, D., Oinonen, K., & Sharma, V. (in press). Past reproductive events as predictors of physical symptom severity during the menopausal transition. *Menopause: The Journal of the North American Menopause Society*.

Tarita-Nistor, L., **Dianne Lam**, Brent, M.H., Steinbach, M.J., & Gonzalez, E.G. (in press). Courier: A better font for reading with age-related macular degeneration. *Canadian Journal of Ophthalmology*.

Ugland, C., **Ben J. Dyson**, & Field, A. (2013). An ERP study of the interaction between verbal information and conditioning pathways to fear. *Biological Psychology*, 92, 69-81.

**Amelia M. Usher** & Stewart, L.A. (in press). Effectiveness of correctional programs with ethnically diverse offenders: A meta-analytic study. *International Journal of Offender Therapy and Comparative Criminology*.

**Sonya G. Wanklyn, David M. Day, Trevor A. Hart**, & **Todd A. Girard**. (2012). Cumulative childhood maltreatment and depression among incarcerated youth: Impulsivity and hopelessness as potential intervening variables. *Child Maltreatment*, 17, 306-317.

**Leanne K. Wilkins, Todd A. Girard**, & Cheyne, J.A. (2012). Anomalous bodily-self experiences among recreational ketamine users. *Cognitive Neuropsychiatry*, 17, 415-430.

**Lixia Yang**, Chen, W., Ng, A.H., & Fu, X. (in press). Aging, culture, and memory for categorically processed information. *Journal of Gerontology: Psychological Sciences*.

NOTE: This is a partial list. A full list will be available in the next Psychology Annual Report, to be published in Summer 2013.

# Awards, Grants, & Other Contributions

**Dr. Martin Antony** was elected as a fellow of the Association of Psychological Science.

**Dr. Martin Antony** received the Sarwan Sahota Award for Distinguished Scholarly, Research, and Creative Activity, Ryerson University

**Dr. Morton Beiser** received the Queen Elizabeth II Diamond Jubilee Medal in recognition of his commitment to research and policy development concerning the health and well-being of new immigrants to Canada.

**Andrew Brankley** was awarded \$100 for "Best Poster" at the Psychology Graduate Student Association research symposium on a case study of Col. Russell Williams.

**Sara Cowan** received the Ryerson Gold Medal for the Faculty of Arts at the October convocation and will be profiled by the Yeates School of Graduate Studies on their website and in their recruitment information.

**Dr. Ben Dyson** received the Dean's Teaching Award from Ryerson University for continuing teaching excellence and achievement in instruction.

**Vanessa Garofalo** (BA Student in Psychology) has won an Education Foundation Bursary award from the Canadian Italian Business and Professional Association (CIBPA) of Toronto, in recognition of her academic performance and her contributions and community involvement.

**Bethany Gee** received the 2012 Canadian Psychological Association Foundation Student Research Grant Award.

**Dr. Tae Hart** was elected as a Fellow of the Canadian Psychological Association.

**Dr. Tae Hart** (co-investigator) received a 2-year, \$592,010 grant from the Terry Fox Research Institute entitled "Canadian Colorectal Cancer Consortium Operating Grant" to study genetics and quality of life in newly diagnosed colorectal cancer patients and their first degree kin (Principal Investigators: Drs. Steve Gallinger & Gerald Batist).

**Dr. Trevor Hart** was elected as a Fellow of the Canadian Psychological Association.

**Dr. Naomi Koerner** received the 2013 Canadian Psychological Association President's New Researcher Award.

**Danielle MacDonald** received the 2012 Graduate Student Research Award from the Association for Behavioral and Cognitive Therapies Eating Disorder and Obesity Special Interest Group.

**Emma MacDonald** was invited to be profiled in the third edition of the textbook *Introduction to clinical psychology: An evidence-based approach* by Catherine Lee and John Hunsley, to be published in the Fall of 2013.

**Matilda Nowakowski** received the 2012 Canadian Psychological Association Foundation Student Research Grant.

**Dr. Frank Russo** was elected as a Fellow of the Canadian Psychological Association.

**Alisha Salerno** (BA Student in Psychology) has won an Education Foundation Bursary award from the Canadian Italian Business and Professional Association (CIBPA) of Toronto, in recognition of her academic performance and her contributions and community involvement.

**Alisha Salerno** (BA Student in Psychology) received the Procom Ability Prize in recognition of her academic performance and extracurricular contributions.

**Linda Truong** received the 2012 Queen Elizabeth II Graduate Scholarship in Science and Technology (QEII-GSST) from the Yeates School of Graduate Studies.

**Tyler Tulloch** was elected to serve a 2-year term (January 2013 – January 2015) as student representative of the Association for Behavioral and Cognitive Therapies Behavioral Medicine and Integrated Primary Care Special Interest Group.

**Tyler Tulloch** received the 2012 LGBT Graduate Student Poster Award from the Association for Behavioral and Cognitive Therapies LGBT Special Interest Group.

**Dr. Suzanne Stone** became registered with the College of Psychologists of Ontario.

*NOTE: This is a partial list. A full list will be available in the next Psychology Annual Report, to be published in Summer 2013.*

## QUESTIONS & COMMENTS

For questions or comments regarding content or submissions for future editions, please feel free to contact us:

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